

Branchville High

1349 Dorange Rd.
Branchville, South Carolina 29432

Grades 7-12 Middle School

Enrollment 259 Students

Principal George A. Benton, Jr. 803-274-8875

Superintendent Dr. Darrell Johnson 803-534-8081

Board Chair Mr. Aaron Rudd 803-534-8081

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	13	32	4	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

N/A

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Good	N/A
2003	Average	Below Average	No
2004	Below Average	Unsatisfactory	Yes
2005	Average	Unsatisfactory	N/A

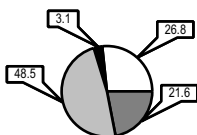
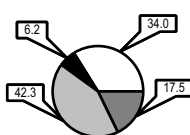
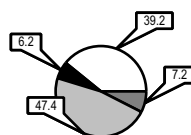
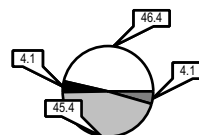
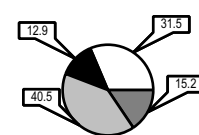
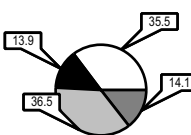
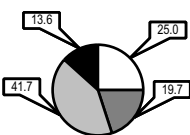
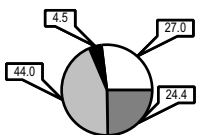
DEFINITIONS OF SCHOOL RATING TERMS





- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

94.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	100	100.0	26.8	48.5	21.6	3.1	37.1		
Gender									
Male	54	100.0	32.7	48.1	15.4	3.8	26.9		
Female	46	100.0	20.0	48.9	28.9	2.2	48.9		
Racial/Ethnic Group									
White	53	100.0	14.0	50.0	30.0	6.0	54.0		
African American	47	100.0	40.4	46.8	12.8	0.0	19.1		
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disability Status									
Not Disabled	91	100.0	27.0	48.3	21.3	3.4	40.4		
Disabled	9	100.0	I/S	I/S	I/S	I/S	I/S		
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	100	100.0	26.8	48.5	21.6	3.1	37.1		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Limited English Proficient	100	100.0	26.8	48.5	21.6	3.1	37.1		
Socio-Economic Status									
Subsidized meals	59	100.0	32.1	46.4	19.6	1.8	28.6		
Full-pay meals	41	100.0	19.5	51.2	24.4	4.9	48.8		

Mathematics – State Performance Objective = 36.7%									
All Students	100	98.0	32.6	43.2	17.9	6.3	36.8		
Gender									
Male	54	98.2	43.1	33.3	17.6	5.9	27.5		
Female	46	97.8	20.5	54.5	18.2	6.8	47.7		
Racial/Ethnic Group									
White	53	100.0	20.0	40.0	28.0	12.0	52.0		
African American	47	95.7	46.7	46.7	6.7	0.0	20.0		
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disability Status									
Not Disabled	91	100.0	30.3	44.9	18.0	6.7	38.2		
Disabled	9	77.8	I/S	I/S	I/S	I/S	I/S		
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	100	98.0	32.6	43.2	17.9	6.3	36.8		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Limited English Proficient	100	98.0	32.6	43.2	17.9	6.3	36.8		
Socio-Economic Status									
Subsidized meals	59	96.6	38.9	44.4	16.7	0.0	33.3		
Full-pay meals	41	100.0	24.4	41.5	19.5	14.6	41.5		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	100	100.0	39.2	47.4	7.2	6.2	13.4
Gender							
Male	54	100.0	44.2	46.2	5.8	3.8	9.6
Female	46	100.0	33.3	48.9	8.9	8.9	17.8
Racial/Ethnic Group							
White	53	100.0	24.0	54.0	12.0	10.0	22.0
African American	47	100.0	55.3	40.4	2.1	2.1	4.3
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	91	100.0	37.1	48.3	7.9	6.7	14.6
Disabled	9	100.0	I/S	I/S	I/S	I/S	I/S
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	100	100.0	39.2	47.4	7.2	6.2	13.4
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	100	100.0	39.2	47.4	7.2	6.2	13.4
Socio-Economic Status							
Subsidized meals	59	100.0	48.2	44.6	3.6	3.6	7.1
Full-pay meals	41	100.0	26.8	51.2	12.2	9.8	22.0

Social Studies							
All Students	100	99.0	45.8	45.8	4.2	4.2	8.3
Gender							
Male	54	100.0	51.9	40.4	5.8	1.9	7.7
Female	46	97.8	38.6	52.3	2.3	6.8	9.1
Racial/Ethnic Group							
White	53	100.0	34.0	52.0	6.0	8.0	14.0
African American	47	97.9	58.7	39.1	2.2	0.0	2.2
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	91	100.0	43.8	47.2	4.5	4.5	9.0
Disabled	9	88.9	I/S	I/S	I/S	I/S	I/S
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	100	99.0	45.8	45.8	4.2	4.2	8.3
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	100	99.0	45.8	45.8	4.2	4.2	8.3
Socio-Economic Status							
Subsidized meals	59	98.3	50.9	45.5	3.6	0.0	3.6
Full-pay meals	41	100.0	39.0	46.3	4.9	9.8	14.6

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	52	90.4	25.6	48.8	20.9	4.7	25.6
	8	35	94.3	25.8	54.8	19.4	N/A	19.4
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	54	100.0	26.4	47.2	22.6	3.8	26.4
	8	46	100.0	27.3	50.0	20.5	2.3	22.7
Mathematics								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	52	92.3	22.7	50.0	15.9	11.4	27.3
	8	35	100.0	39.4	54.5	6.1	N/A	6.1
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	54	96.3	19.6	47.1	23.5	9.8	33.3
	8	46	100.0	47.7	38.6	11.4	2.3	13.6
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	54	100.0	32.1	54.7	5.7	7.5	13.2
	8	46	100.0	47.7	38.6	9.1	4.5	13.6
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	54	98.2	44.2	46.2	5.8	3.8	9.6
	8	46	100.0	47.7	45.5	2.3	4.5	6.8

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 259)				
Students enrolled in high school credit courses (grades 7 & 8)	21.0%	Up from 4.9%	17.1%	15.5%
Retention rate	7.3%	Down from 9.3%	2.6%	3.0%
Attendance rate	97.0%	Down from 97.4%	96.0%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.0%	Up from 0.0%	4.9%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	4.1%	Up from 0.0%	4.4%	4.6%
Eligible for gifted and talented	14.1%	Up from 12.2%	21.6%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	10.0%	Down from 10.6%	14.3%	13.6%
Older than usual for grade	10.0%	Down from 13.4%	3.4%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.2%	Down from 1.7%	0.7%	0.8%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 20)				
Teachers with advanced degrees	60.0%	Up from 50.0%	53.3%	51.8%
Continuing contract teachers	90.0%	Down from 100.0%	80.7%	78.1%
Highly qualified teachers	94.1%	Down from 100.0%	90.9%	89.6%
Teachers with emergency or provisional certificates	0.0%	No change	5.0%	6.0%
Teachers returning from previous year	93.2%	Down from 93.4%	88.3%	85.4%
Teacher attendance rate	95.9%	Down from 96.2%	95.2%	94.9%
Average teacher salary	\$46,459	Up 5.9%	\$41,941	\$41,328
Prof. development days/teacher	11.0 days	Up from 10.3 days	11.5 days	11.5 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	3.0
Student-teacher ratio in core subjects	20.2 to 1	Down from 20.3 to 1	21.7 to 1	21.3 to 1
Prime instructional time	90.3%	Down from 91.3%	89.7%	89.3%
Dollars spent per pupil*	\$9,560	Up 1.3%	\$5,923	\$6,022
Percent of expenditures for teacher salaries*	49.8%	Down from 53.1%	62.6%	61.7%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	64.5%	Down from 67.6%	95.2%	96.1%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	No change	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	89.1%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Branchville High School (BHS) experienced another very successful school year. The South Carolina Department of Education recognized BHS as a Palmetto Gold school and assigned the distinguished deregulated status, which will be in effect until August of 2006. BHS completed a five-year self-study, as required of schools accredited by the Southern Association of Colleges and Schools, and received numerous accommodations. The school-wide self-study indicated a continued need to increase the four-year graduation rate, reduce school dropouts, and increase middle school (PACT) scores. Tenth graders taking the exit exam (HSAP) for the first time scored extremely well, with over 86% of the students passing all three areas on the first attempt.

Mr. David Hess was chosen by his colleagues as the "BHS Teacher of the Year" for the 2004-2005 school year. Mr. Hess is chairman of the social studies department, coaches softball, and assists with numerous administrative duties. He is currently completing his administrative credentials through the University of South Carolina.

Three key ingredients contribute to the success of BHS: excellent teachers; eager to learn students; and supportive parents. The parents of BHS students expect their children to behave and acquire a good education. This expectation is readily apparent in the overall conduct of the students and the cleanliness of the school.

Character development receives a top priority at BHS. BHS participates with the Orangeburg County Chamber of Commerce and the "Communities of Character" program. Character development is a part of each teacher's lesson plans and students are rewarded for exhibiting good character.

The BHS band, "The Band of Gold," was again chosen to march in the state band competition after placing third at lower state. The athletic program had another outstanding year with almost all sport teams making it to the playoffs. Coach Patricia Butler, athletic director, was chosen as the region athletic director of the year.

Student leadership is very important in the success of any high school. Students are encouraged to be active in school and community activities. Mr. Pat Black, advisor for the Future Farmers of America Club, obtained the Palmetto Pride Challenge for the Environment Grant, the Learn and Serve Grant. Mr. Black, and fellow teacher Mr. Craig Porter, also received the Project Ignition Grant. These three grants promote school and community pride, beautification, and litter control.

The motto at BHS is "Only the Best at BHS" and BHS will be looking to kick-off another great year in August of 2005.

George A. Benton, Jr., Principal
Wanda Padgett, School Improvement Council Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	23	35	16
Percent satisfied with learning environment	87.0%	74.3%	87.5%
Percent satisfied with social and physical environment	100.0%	85.7%	75.0%
Percent satisfied with school-home relations	50.0%	73.5%	68.8%

*Only students at the highest middle school grade level at this school and their parents were included.